



Knowledge Progression



Year 3/4 PE

	Athletics	Competitive Games	Gymnastics	O and A Activity	Evaluation	Dance
Key Vocabulary	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine, height, accuracy, field event, take-off, baton, target, javelin, sling throw, pull throw, exchange, decelerate, shuttle	<p>Netball – Space, pass, accurate passing, mark, dodge, attack, defend, footwork, possession, rules, improve, chest pass, bounce pass, shoulder pass, getting free, shooting, teamwork, High 5, foul, free pass, GS, GA, C, GD, GK, thirds</p> <p>Tag Rugby - Backward Pass, evading, close down, tag, non-contact, intercept, touch, send, receive, W grip, handling, space, dodge, attack, defend, possession</p> <p>Tennis – Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, target, umpire, boundaries, rally, serve, doubles, position</p> <p>Football – score, shoot, intercept, inside of the foot, trapping the ball, touch, possession, accuracy, dribble, passing, moving, control, direction, tackle, goal side, side foot</p> <p>Cricket – batting, fielding, bowling, pull shot, bat, wicket, ground ball, stump, crease, boundary, strike, wicketkeeper, run, innings, forward drive, long barrier, overarm, singles, over, intercept</p>	Fluency, contrasting, unison, low, combinations, full turn, half turn, flexibility, body control, shape, sequence, pathways, direction, rhythm, strength, contrast, flow, roll, arch, bridge, counter balance, crab, dish, straddle, pike, tuck, extension, routine, suppleness, floor, balances, muscles, core, sustained, bounce, box splits, dynamic, static, half lever, levels, transitions, speed, composition, Japana, Arabesque balance, leap, tension, travel	Map, clues, follow, symbols, route, appropriate equipment, safety, familiar, risk, problem	Comment, improve, performance, feedback, watch, describe, accurate, suggestions, similarities, differences, coach, observe	Improvisation, rehearse, facial expression, formation, stimuli, repeat, motif, prop, jazz square, character, communication, choreography, performance, canon, unison, accumulation, features, timing, rhythm, dynamics, travel, pathway, direction, pose, speed, control, phrases, slide, freeze frame, routine, levels, Arabesque, gallop
Previous knowledge/ Learning	<p><u>In KS1, our children will have:</u></p> <ul style="list-style-type: none"> - Mastered basic movements including: running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and began to use these in a range of activities. - Changed speed and direction whilst running. 	<p><u>In KS1, our children will have:</u></p> <ul style="list-style-type: none"> - Participated in team games, following the rules whilst developing simple tactics for attacking and defending. - Thrown and kicked in different ways. - Used hitting, kicking and/or rolling in game situations. - Dribbled with the ball using their hands and feet. - Sent, received and stopped a ball using their hands and started to use a racquet. 	<p><u>In KS1, our children will have:</u></p> <ul style="list-style-type: none"> - Developed balance, agility and co-ordination, and began to apply these in a range of activities. - Made their bodies curled, tensed, stretched and relaxed. - Copied and repeated sequences. - Planned and performed a sequence of movements. - Travelled and balanced in different ways. 	N/A	<p><u>In KS1, our children will have, even though it is not a curricula expectation:</u></p> <ul style="list-style-type: none"> - Commented on their own and others' performances. - Gave comments on how to improve performances and use appropriate vocabulary when giving feedback. 	<p><u>In KS1, our children will have:</u></p> <ul style="list-style-type: none"> - Performed dances using simple movement patterns and responded to feedback. - Varied the size of their bodies and used space well. - Explored rhythm, speed, levels and direction in Dance whilst creating sequences.
N.C. Objectives	Use running, jumping, throwing and catching in isolation and in combination.	Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics).	Take part in outdoor and adventurous activity challenges both individually and within a team.	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Perform dances using a range of movement patterns.

Swimming and Water Safety

Year 4

Key Vocabulary	stroke, aerobic, back crawl, backstroke, breaststroke, freestyle, dolphin, length, swivel, butterfly					
N.C. Objectives	<ul style="list-style-type: none"> • Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m. • To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke). • Perform safe self-rescue in different water-based situations. 					
Powerful Knowledge	<ul style="list-style-type: none"> • I can kick 10m Backstroke (equipment can be used to help). • I can kick 10m Freestyle (front crawl) (equipment can be used to help). • I can kick 10m Butterfly or Breaststroke (equipment can be used to help). • I can travel on my back and roll in one continuous movement onto my front. I can also do this in reverse. • I can swim 10m using the stroke of my choice. • I can answer three questions on the water safety code. 	<ul style="list-style-type: none"> • I can enter the water safely (steps, swivel entry or a jump). • I can perform a shout and signal rescue. • I can exit the water safely (without using the steps). • I can perform horizontal and feet first sculling action on my back. • I can perform a sculling sequence with a partner for 30-45 seconds. • I can tread water for 30 seconds. • I can perform a tuck float for 5 seconds. 	<ul style="list-style-type: none"> • I can jump in and submerge (minimum of 0.9m). • I can perform three different jumps into deep water (one of these must be straddle jump). • I can perform a handstand for a minimum of 3 seconds. • I can perform a somersault, tucked within the water. • I can swim with clothes on for 10m. • I can perform a rotation from the front to the back and gain an upright position. 			
Evidence of greater depth	<ul style="list-style-type: none"> • I can push from a wall and glide on my front and back. • I can push and glide from the wall to the pool floor. • I can swim 10m Freestyle, breaststroke or backstroke. • I can swim 25m using the stroke of my choice. • I can participate in a mini game of polo. • I can swim 100m retaining a floating object. 	<ul style="list-style-type: none"> • I can float or scull, waving one arm and shouting for help. • I can demonstrate the HELP position (6minutes). • I can demonstrate the Huddle position (2minutes). • I can swim using the long front paddle (survival stroke). • I can tread water for 3 minutes. 	<ul style="list-style-type: none"> • I can submerge and pick up an object. • I can exit the pool from the deep end without using steps. • I can swim underwater for 5m. • I can perform a movement sequence in a group. This will last a minute and will incorporate/demonstrate different skills (sculling, treading water, floating, rotation). 			



Powerful Knowledge

Year 3/4 PE



	Athletics	Competitive Games	Gymnastics	O and A Activity	Evaluation	Dance
Key Knowledge – what do we want our children to know before they leave our year group? How will we get them there? How is that personalised to Tranmere?	<p><u>POWERFUL KNOWLEDGE:</u> Our children will:</p> <p>PE1 - Run, with consistent technique, at fast, medium and slow speeds; changing speed and direction.</p> <p>PE2 - Sprint over a short distance on the playground and show stamina when running over a long distance.</p> <p>PE3 - Begin to perform running jumps (triple - showing understanding of stride patterns) including hurdles.</p> <p>PE4 - Throw a javelin/discus with power and accuracy and hit a target when needed.</p> <p>PE5 - Jump over objects including hurdles with control and co-ordination.</p> <p>PE6 - With support, record peer's performance and evaluate it.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u> This will be taught in the following units:</p> <ul style="list-style-type: none"> - PE Hub – Year 3 - Athletics - PE Hub – Year 4 – Athletics - All units of Real PE – Year 3 - All units of Real PE – Year 4 	<p><u>POWERFUL KNOWLEDGE:</u> Our children will:</p> <p>PE7 - Be aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>PE8 - Know how to use rules fairly and score games/matches where appropriate.</p> <p>PE9 - Vary tactics and adapt skills depending on what is happening in a game.</p> <p>Netball – Use different passes in game scenarios (chest pass, shoulder pass, bounce pass), start to understand the footwork rule, identify space and how to get free, intercept and begin to understand High 5 positions, develop a basic shooting technique.</p> <p>Tag Rugby – Move and change direction at speed with the ball in hand, pass backwards in both directions, tag the person who has the ball, send and receive the ball, explore a range of techniques to avoid being tagged.</p> <p>Tennis – strike the ball over a net allowing one bounce, hit a ball with a tennis racquet accurately with control, use an underarm serve to begin a game, play within boundaries, use a small range of basic racquet skills.</p> <p>Football – Pass the ball over short and longer distances, start to use foot placement to send and receive the ball, attack and defend following the basic rules of Football, dribble in different directions.</p> <p>Cricket – Strike a ball using a bat with some consistency, direct their hit to specific areas, bowl confidently using underarm and start to use overarm bowling techniques, field as a team to return a ball to a bowler or base.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u> This will be taught in the following units:</p> <ul style="list-style-type: none"> - PE Hub – Year 3 - Netball - PE Hub – Year 4 - Netball - PE Hub – Year 3 – Tag Rugby - PE Hub – Year 4 – Tag Rugby - PE Hub – Year 3 – Tennis - PE Hub – Year 4 – Tennis - PE Hub – Year 3 – Football - PE Hub – Year 4 – Football - PE Hub – Year 3 – Cricket - PE Hub – Year 4 – Cricket - All units of Real PE – Year 3 - All units of Real PE – Year 4 	<p><u>POWERFUL KNOWLEDGE:</u> Our children will:</p> <p>PE10 - Adapt sequences to suit different types of criteria.</p> <p>PE11 - Explain how strength and suppleness affect performance.</p> <p>PE12 - Move in a controlled way including change of speed and direction and transfer this onto the floor.</p> <p>PE13 - Work with a partner to create, repeat and improve a sequence of at least 3 phrases, using various compositional ideas.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u> This will be taught in the following units:</p> <ul style="list-style-type: none"> - PE Hub – Year 3 - Gymnastics Unit 1 - PE Hub – Year 3 - Gymnastics Unit 2 - PE Hub – Year 4 – Gymnastics Unit 1 - PE Hub – Year 4 – Gymnastics Unit 2 - All units of Real PE – Year 3 - All units of Real PE – Year 4 	<p><u>POWERFUL KNOWLEDGE:</u> Our children will:</p> <p>PE14 - Follow a map in increasingly demanding familiar contexts and use clues to follow a route safely.</p> <p>PE15 - Identify appropriate equipment for a given activity.</p> <p>PE16 - Follow a route within a time limit.</p> <p>PE17 - Identify and manage problems/risks in an activity.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u> Please see Outdoor Learning Progression.</p>	<p><u>POWERFUL KNOWLEDGE:</u> Our children will:</p> <p>PE18 - Provide support and advice to others.</p> <p>PE19 - Use judging systems in Gymnastics to develop own routines.</p> <p>PE20 - Listen to the ideas of others and will recognise their own improvements in ball games and athletic activities.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u> This is embedded throughout every unit in the PE curriculum. Focus on evaluation, both individually and in groups, is a key learning point woven through each unit.</p>	<p><u>POWERFUL KNOWLEDGE:</u> Our children will:</p> <p>PE21 - Improvise freely and translate ideas from a stimulus (based on Matilda/Spies) into movement.</p> <p>PE22 - Share and create phrases with a partner and small group.</p> <p>PE23 - Remember and repeat dance performance phrases.</p> <p>PE24 - Contribute ideas to the structure of a dance.</p> <p>PE25 - Use a dance to communicate an idea.</p> <p>PE26 - Demonstrate rhythm and spatial awareness.</p> <p>PE27 - Use different formations and transitions to convey ideas within a dance.</p> <p>PE28 - Perform routines within a group that use set starting positions.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u> This will be taught in the following units:</p> <ul style="list-style-type: none"> - PE Hub – Year 3 – Dance Unit 1 - PE Hub – Year 4 - Dance – Unit 1